

**EDU/AMIN 1020 Key Assess Pre-Assessment (SS-Assessment) Detail**

Generated by: Sara Montgomery 03/05/2026

Rubric Title: EDU/AMIN 1020 Key Assess Pre-Assessment (SS-Assessment)

Mapped standards: PELSB - EPT 4E - Standard 4E - Diverse Learners

Mapped outcomes: -

Enable the N/A option for assessment

**Rubric Structure**

Elements	Emerging	Developing	Proficient	Exemplary	N/A
	1 Point	2 Points	3 Points	4 Points	N/A
<b>Content: Making Learning meaningful through culturally grounded content and assessment.</b>	Uses literature-based culture content in a lesson.	Shows different levels of meaning and purpose by using culture-based literature.	Demonstrates Ojibwe culture content units in the classroom inclusive of culturally appropriate literature.	Shares Ojibwe culture unit with other lead teachers and or community.	N/A
<b>PELSB - EPT 4E - Standard 4E - Diverse Learners</b>	Not Met	Not Met	Met	Met	
	1 Point	2 Points	3 Points	4 Points	N/A
<b>Context: In the place. Structuring school classroom and other learning environments in culturally appropriate ways.</b>	Acknowledges culturally responsive approaches and begins the process of transitioning classroom space with culturally responsive space.	Begins to use the outdoors as a learning environment for a culturally responsive space.	Develops units inclusive of culturally responsive environment as the classroom space.	Shows, demonstrates, and assists other lead teachers transitioning to culturally responsive classroom space.	N/A
<b>PELSB - EPT 4E - Standard 4E - Diverse Learners</b>	Not Met	Not Met	Met	Met	
	1 Point	2 Points	3 Points	4 Points	N/A

<b>Family &amp; Community: Actively involves family community throughout the curriculum/unit and everyday learning.</b>	Acknowledges and recognizes the importance of the Ojibwe culture and the community within the classroom space.	Introduces the importance of community/family within a lesson.	Involves the culture communities and develops and incorporates the family and community within the unit of study.	Involves the family and community outside the classroom space and sustains the relationships to community events.	
<b>PELSB - EPT 4E - Standard 4E - Diverse Learners</b>	Not Met	Not Met	Met	Met	
	1 Point	2 Points	3 Points	4 Points	N/A
<b>Language: Recognizes or uses Native or heritage language</b>	Acknowledges, recognizes, and understands importance of incorporating the local language.	Begins to comprehend the Native Language and starts to incorporate into lessons in the classroom.	Demonstrates native language usage in lessons and begins to develop units to use throughout the classroom.	Uses native language throughout the cultural unit.	
<b>PELSB - EPT 4E - Standard 4E - Diverse Learners</b>	Not Met	Not Met	Met	Met	
	1 Point	2 Points	3 Points	4 Points	N/A
<b>Assessment: Gathering and maintaining methods to ensure student progress in culturally appropriate ways.</b>	Begins to understand the uses of different assessment as tools to learn what students know.	Transitions and begins to use standards and rubrics in single lessons for use as an assessment tool.	Develops complete units using rubrics as an assessment tool for culturally responsive lessons and unit.	Assists other lead teachers in developing culturally responsive units.	
<b>PELSB - EPT 4E - Standard 4E - Diverse Learners</b>	Not Met	Not Met	Met	Met	

Set Title:	PELSB-EPT (2010) - PELSB - Standards of Effective Practice for Teachers (2010)
Standard Title:	Standard 4E - Diverse Learners
Standard Identifier:	PELSB - EPT 4E
Standard Description:	The teacher must understand how a student's learning is influenced by individual experiences, talents, and prior learning, as well as language, culture, family, and community values.
Mapped to:	Content: Making Learning meaningful through culturally grounded content and assessment. / Context: In the place. Structuring school classroom and other learning environments in culturally appropriate ways. / Family & Community: Actively involves family community throughout the curriculum/unit and everyday learning. / Language: Recognizes or uses Native or heritage language / Assessment: Gathering and maintaining methods to ensure student progress in culturally appropriate ways.

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